

FEB 12 2019



Texas Education Agency

2019-2020 Perkins Reserve Grant

COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

State, Federal, & Private
Accountability

NOGA ID

Authorizing Legislation

Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C,
5112(a)(1)

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications cannot be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from July 1, 2019 – August 31, 2020

☒ Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Austin Independent School District CDN 227901 Vendor ID 746000064 ESC 13 DUNS 076933746

Address 1111 West 6th Street City Austin ZIP 78703 Phone 512-414-4811

Primary Contact Tammy Caesar Email tammy.caesar@austinisd.org Phone 512-414-4811

Secondary Contact Michelle Wallis Email michelle.wallis@austinisd.org Phone 512-414-4851

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions ☒ Debarment and Suspension Certification
☒ General Provisions and Assurances ☒ Lobbying Certification
☒ Application-specific Provisions and Assurances

Authorized Official Name Mary Thomas Title Exec Dir, State and Federal Accountability

Email mary.thomas@austinisd.org Phone 512-414-3280

Signature Mary Thomas Date 2/14/19

Grant Writer Name Lindsey Stuart Signature Lindsey Stuart Date 2/28/19

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # 701-19-104 SAS # 424-20

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2019-01-28

Shared Services ArrangementsSSAs are not permitted for this grant. Check the box below if applying as a fiscal agent.

- ☒ The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
In the Austin-Round Rock Metro Area, there are currently 26,671 job openings in Information Technology (IT) occupations (Source: WANTED Analytics), and anticipated 5,080 more openings over the next 10 years (TX Labor Market Information).	Participating districts will collaborate with Workforce Solutions, ACC, and employers to define courses of study and continuum of work-based learning experiences that lead to at least one Level 1 Certification, enabling direct entry into workforce upon HS graduation in software app development, cybersecurity, and/or computer support fields, or ultimately an AA or BA in IT field.
IT-related occupations are dominated by white males. A recent report from Google and Gallup (Diversity Gaps in Computer Science) traces this trend back to inequitable access to CS education in 7th-12th grade.	All districts set targets to increase total enrollment of students in their IT course pathways through targeted and strategic focus on recruiting, enrolling, and supporting students of color. AISD set a target to more than double the number of girls enrolled, and DVISD set targets to double Hispanic enrollment.
Region 13 (of which all participating districts are a part) has the lowest six-year postsecondary attainment rate for Hispanic and low-income students of any region in Texas.	The programs of study built as a result of this efforts will be designed with the unique needs of these historically-marginalized student groups in mind. What's more, Capital IDEA will provide additional supports to ensure that these students will have a higher likelihood of success to complete the pathway.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Austin ISD and its partners (Del Valle ISD, Manor ISD, Pflugerville ISD, Austin Community College (ACC), Workforce Solutions Capital Area (Intermediary), Samsung, GTS, and Apple aim to improve HS students' readiness, particularly young men and women of color, to fill current and projected occupations in the IT industry in Central Texas. Partners will participate in defined activities that will result, by the end of the grant period, in programs of study and a continuum of work-based learning that prepare students for employment in the software app development, cybersecurity, and computer support specialist fields. This work will also support a partnership with Capital IDEA to ensure a cohort of My Brother's Keeper Scholars have the opportunity to obtain an industry-recognized credential within 2.5 years, in partnership with ACC.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

-Workforce Solutions identifies IT consultant to help partners develop framework for regional pathway. -Begin monthly regional advisory committee meetings, composed of representatives from all key partner organizations. -Conduct landscape analysis to determine current IT-related programs of study in each district and at ACC. -Based on analysis of demographic data for each school district and ACC, determine recruiting plans that will attract and retain young men of color and young women, and identify additional subject matter experts within partner organizations to assist. -Identify strengths and opportunities resulting from these analyses and set specific goals. -Begin to identify necessary equipment, faculty credentials, district/campus support systems needed for each district's program. -With goal of recruiting 3-5 students for fall semester (Aug, 2019) and 5-7 more students to begin spring semester (Jan, 2020), Capital IDEA and MBK begin outreach and recruitment efforts of young men of color for select ACC IT programs.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

-Utilizing findings of landscape analysis, partners will identify opportunities for work-based learning with employers and plans for inclusion of advanced academics within each pathway. -Continue conducting monthly advisory meetings. -Purchase necessary equipment and create plans for faculty credentialing and improvement of district/campus support systems within each district. -Finalize crosswalks and, as necessary, develop formalized agreements with ACC for IT programs of study for each district. -Engage employers in developing a continuum of work-based learning opportunities, including recruitment plans to garner interest in these fields. -Solicit and obtain feedback on SMART goals and activities to attract and retain young men of color and young women in these programs. -Capital IDEA and MBK Scholars Program continue outreach and recruitment efforts with goal of having full cohort recruited by start of spring semester (Jan 2020). -Capital IDEA Career Navigators support MBK Scholars as they begin their degree programs.

Third-Quarter Benchmark

- Continue conducting monthly regional advisory committee meetings. - Finalize work-based learning opportunities with employers. - Determine annual budget needed by each district to maintain offering robust program of study, focused on long-term sustainability. - Implement recruitment activities to attract and retain students, especially young men of color and young women, in each district's program. - Develop campus-based program for retention of students in the program of study. - Revisit metrics set at beginning of grant period and assess for short-term goal attainment and revise as needed for 2020-21 school year. - Capital IDEA Career Navigators continue support of MBK Scholars through their degree programs.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

The Intermediary team will develop success metrics that increase students' awareness of IT careers that leads them to enroll in training and gain the tools they need to successfully complete postsecondary education and find employment. Workforce Solutions will include progress in reports for the Master Plan, which are evaluated by UT's Ray Marshall Center and disseminated publicly on an annual basis. To track the effects of career awareness on students, the intermediary team will develop Memoranda of Understanding (MOUs) and Data Sharing Agreements (DSAs) with all relevant partners, including ISDs, employers, ACC, and other higher education partners. Capital IDEA and MBK Scholars staff will work with district staff to support data collection focused on young men of color and young women participating in the respective programs.

All participating districts are committed to using data to determine when and how to modify our program. We commit to collect and submit identified data in a timely fashion and be responsive to requests for data by the intermediary, TEA, and other stakeholders, as needed. All districts will conduct baseline landscape analyses of their current programs of study, including subpopulation participation, partnerships with industry and postsecondary institutions, and equipment/instructional materials. The districts will regularly revisit the SMART goal and associated metrics set at the beginning of the grant period, and in Spring 2020, we will assess for short-term goal attainment and revise as needed for the 2020-21 school year. Continued, new, and enhanced partnerships with stakeholders, will drive any needed modifications for sustainability.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- ☒ 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- ☒ 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☒ 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- ☒ 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☐ 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

TEA Program Requirements

1. FOCUS AREA 1 APPLICANTS: Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

DISTRICTS: Regionally-aligned IT pathways will be developed to benefit students in Central Texas who attend Austin ISD (AISD), Del Valle ISD (DVISD), Manor ISD (MISD) and Pflugerville ISD (PFISD). Taken together, these districts serve more than 126,000 students, who on average are predominantly Hispanic (64%) and/or economically disadvantaged (62%). The CTE Directors from the partner districts have participated in the developing this proposal and commit to continue participation in monthly meetings to align pathways with workforce and employer needs, collaboratively develop curriculum that is aligned to postsecondary coursework, identify and implement a continuum of meaningful work-based learning experiences, and recruit and support traditionally underrepresented students in the IT field.

INSTITUTION OF HIGHER EDUCATION: Austin Community College (ACC) will serve as the public institution of higher education partner. ACC currently partners with AISD, DVISD and MISD to offer dual credit courses to students in district high schools and support our Early College High Schools as well as with Capital Idea on the Career Expressway project. See the attached letter of support detailing ACC's role and responsibilities in this project.

COMMUNITY PARTNERS: Greater Austin Area My Brother's Keeper (GAAMBK)- A key strategy of the GAAMBK Initiative, MBK Scholars is a program currently operating in three high schools in AISD and PFISD, and expected to scale to three additional schools in PFISD and Manor ISD by 2020. Its main objective is to significantly increase the rate of low-income young men of color who enroll in and attain a degree or credential at a postsecondary institution. MBK Scholars will partner with us to recruit low-income, young men of color, support the scholars as they work towards a degree or credential, and improve campus and district-level systems to sustain higher attainment rates for these students.

Capital IDEA - Capital IDEA's IT Career Expressway is an innovative program in collaboration with ACC that offers educational pathways for low-income adults that lead to successful careers in IT. The average cost per student per year for the program is ~\$6,000, but Capital IDEA will leverage grant funds with other public and private funding to serve up to 10 MBK Scholars.

Workforce Solutions Capital Area - Workforce Solutions Capital Area Workforce Board (WFS) is responsible for the planning, oversight, and evaluation of workforce development activities in the Austin/Travis County area. The proposed project complements the Austin/Travis County Master Community Workforce Plan's goals to scale up career awareness and guide low-income individuals into training and employment pathways in high-demand industries including IT.

EMPLOYERS: Partnering districts have existing partnerships with several employers, including Samsung Austin Semiconductor, GTS Technology Solutions and Apple, that we will continue to collaborate with during this project. (See Question 2.)

HIGH-WAGE/IN-DEMAND OCCUPATIONS & PROGRAMS OF STUDY: WFS' analysis of workforce data conclusively demonstrates the current and projected need for software application developers, computer user support specialists and cybersecurity-related jobs. There are currently 21,479 job openings in software development and 5,192 in computer systems analysis, including staffing agency job openings. There are a projected 5,080 IT-related jobs needed over the next ten years. Since there are many more actual job openings than projected openings, these occupations are actually growing at a faster rate than projected. Of the 26,761 current job openings in software development and computer systems analysis, 3,653 or 13.7%, require less than two years of experience. The starting hourly salary for Austin MSA software application developers is \$34.40, and \$58.83 for experienced app developers, equating to an opportunity to increase wages by more than 70% over time.

Research from Google and Gallup found that inequitable access to CS education in 7th-12th grade has led to IT-related occupations being dominated by white males. The project will attempt to address this disparity by targeting recruitment toward young men and women of color, leveraging school-based clubs and referrals from school partners who work with low-income students, students of color, and girls (e.g. Dell Legacy of Youth Learning Opportunity via KISS Institute for Practical Robotics, Girls Empowerment Network, Breakthrough Central Texas, Girlstart, Tech Girls through Girl Scouts of Central Texas, etc.). We will also ensure mentors (employer, ACC) match the demographics of the students we recruit, and offering additional academic and wraparound supports for students (e.g. college and career advising and counseling supports).

TEA Program Requirements

2. FOCUS AREA 1 APPLICANTS: Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

During the initial part of the grant period, participating districts will collaborate with ACC and employers to identify and finalize programs of study that prepare students for employment in the software app development, cybersecurity, and computer support specialist fields and work with industry partners to develop a continuum of work-based learning opportunities. The following program of study has been developed for software app development for AISD students and is articulated with ACC. It includes a course sequence in which students may earn up to four credits and an industry certification:

1. Principles of Information Technology (Grade 9-10) - Students develop computer abilities and skills to use existing and new technologies found in schools and the workplace. This course may be articulated with Austin Community College. (1 credit)
2. Computer Programming I (Grade 10-12) - Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students apply technical skills to address business applications of emerging technologies. Students may receive Unity Certified Programmer certification. (1 credit)
3. Computer Programming II (Grade 11-12) - Students address more complex problems and develop comprehensive programming solutions. This course can be taken for dual credit at ACC and culminates in Microsoft Technology Associate (MTA) Mobility and Device Fundamentals certification. (1 credit)
4. Practicum in Information Technology (Grade 12) - This capstone course includes knowledge and skills in the proper use of analytical skills and application of IT concepts and standards essential for success in a technology-driven society. May be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation. This course can be taken for dual credit at ACC, and culminates in Level 1 Applications Development: Coding and Design certification. (2 credits)

These courses are aligned with the following occupations: software engineer, mobile app developer, cybercoders. There could also be opportunities built in for students to also obtain other industry certifications, including CompTIA Network + or CompTIA Security +.

In partnership with other districts, WFS and employer partners, coursework will be integrated with meaningful, work-based learning experiences that are sequenced along a continuum, beginning with career awareness and career exploration activities in 9th and 10th grade and build to more intensive career preparation activities in 11th and 12th grades. WFS will serve as an industry liaison for work-based learning opportunities with employers, developing and expanding opportunities such as job shadowing and internships for students and externships for teachers.

These activities will build on strategic partnerships with employers already in place in each district:

SAMSUNG: MISD and AISD maintain a partnership with Samsung Austin Semiconductor, which has led to student internships, in partnership with ACC, as well as teacher externships.

GTS TECHNOLOGY SOLUTIONS: MISD and AISD have a partnership with GTS for internship opportunities. GTS provides IT Services, Staffing and Solutions to state and local government agencies, education entities and private companies.

APPLE: AISD has a partnership with Apple Inc. that includes the following: facility visits, guest speakers, presentations, curriculum development collaboration and skills mapping. This partnership includes an Apple liaison that works closely with the district in support of all IT pathways.

TEA Program Requirements

3. FOCUS AREA 1 APPLICANTS: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

The course sequence included in the attached draft crosswalk identifies secondary and postsecondary coursework that would be required of a student in the IT program of study in order to complete one of three or more certificates, and/or receive an associate degree from ACC within two to three years of graduating from high school. It includes articulated and dual credit AISD and ACC CTE and core content area courses.

Students who complete the software app developer course of study will be poised to continue their education through the acquisition of additional certificates (e.g. C++, Python computer programming), marketable skills awards (at ACC), or a bachelor's in Computer Science or related field (e.g. Management Information Systems). ACC has articulation agreements with several area universities for transferability of lower-division course credit, including Texas State University, Texas Tech University, University of Texas at Austin, Texas A&M University, University of Texas at San Antonio.

TEA Program Requirements

4. FOCUS AREA 1 APPLICANTS: Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

The proposed regional collaboration is well-positioned to launch due to existing partnerships among participants: AISD, DVISD, PfISD, MISD, Workforce Solutions, ACC, My Brother's Keeper, Capital IDEA, Samsung, GTS, and Apple. The goals of this grant are aligned with the Strategic Plans of all four participating school districts: to prepare students to be college- and career-ready by expanding opportunities to rigorous coursework that integrates work-based learning experiences. To sustain commitment to the project, school district partners and WFS will leverage long-term partnerships with ACC and other institutions of higher education while deepening the partnership with employer and other workforce partners (e.g. Chambers of Commerce).

The regional advisory committee formed by this grant views this grant period as the beginning of a long-term collaborative effort. As intermediary, WFS will lead a retrospective at the end of the grant period to plan for future work. As part of its commitment to the Master Community Workforce Plan, WFS is committed to continuing to lead facilitation of the group beyond the grant period to build a robust pipeline of students prepared to meet workforce needs in Central Texas, including subsequently developing pathways and partnerships for Healthcare and Skilled Trades/Advanced Manufacturing.

Finally, AISD's Office of Innovation and Development, a department within AISD devoted to aligning partner financial and volunteer resources to support AISD students, will continue to support the project through ongoing relationships and agreements with employers, institutions of higher education, and community partners.

Leveraging existing structures in participating districts and unanimous high-level commitment among partners to the model, grant funds will be well-supported and positioned for success both during and beyond the grant period.

5. FOCUS AREA 1 APPLICANTS: Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

The intermediary, Workforce Solutions (WFS), has both the experience and capacity to lead this collaborative effort. In 2016 WFS launched a community-wide initiative with partners including the City of Austin Mayor's Office, Travis County, ACC, the Greater Austin Chamber of Commerce, E3 Alliance, the City of Austin's Economic Development Department, and Capital Area Council of Governments, to create the Master Community Workforce Plan (Master Plan). See attachment for the committee structure for the Master Plan, for which WFS is the intermediary organization. This grant will leverage the Master Plan's labor market analysis of the information technology industry, and the Austin-Travis County community-wide interest in closing the local labor shortage gap. WFS, in partnership with the Austin Technology Council, is currently leading an effort to identify the skills and certifications that IT workers need in order to be competitive job-seekers in the Capital Area.

The regional advisory committee will be an integral part of the ongoing work developed in conjunction with the Master Plan and will be overseen by WFS' Chief Strategy Officer and co-led by the WFS Director of Research and Career Awareness and the WFS Director of Talent Pipeline Success. WFS will lead the committee in developing methods and goals for IT career pathways and procure an IT sector consultant who will bring knowledge to the effort from developing regional IT pathways in other regions.

WFS has years of experience developing work-based learning programs with community partners. For example, using TWC apprenticeship funding, WFS partners with AISD and TRIO Electric on a pre-apprenticeship program, which provides classroom training as well as a paid internship at one of TRIO's employer sites. WFS also partners with ACC and the Austin Regional Manufacturers Association (ARMA) to develop a Certified Production Technician certification program, which includes paid internships for all students in the program. This ACC program is underway, and WFS is working closely with ACC and ARMA to ensure that the students participate in work experience and are ready for employment. Finally, WFS also connects schools and youth-serving organizations with employers to offer site tours and job shadow opportunities.

TEA Program Requirements

6. **FOCUS-AREA 2-APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

TEA Program Requirements

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.

- If choosing to certify a teacher in the industry-based certification to test students, identify how many students will benefit from the grant funding and explain how this will benefit students.
- If choosing to become a testing site, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

TEA Program Requirements

8. **FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

9. **FOCUS AREA 2 APPLICANTS:** Explain efforts that have already been made to ensure success during the grant period.

TEA Program Requirements

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year grant allocation	
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity.

Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Extra duty pay for AISD staff	\$1,200

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SSA with Del Valle ISD, Pflugerville ISD, Manor ISD (\$140,000 each)	\$420,000
Intermediary Organization (Workforce Solutions Capital Area)	\$101,563
Organization to Provide Mentoring and Wraparound Supports for MBK Scholars (Capital Idea)	\$25,000

SUPPLIES AND MATERIALS (6300)

Supplies and materials for AISD schools to outfit classrooms and labs for IT pathways	\$137,600

OTHER OPERATING COSTS (6400)

AISD staff travel to Regional Pathways Conference	\$1,200

CAPITAL OUTLAY (6600)

Total Direct Costs \$686,563**Indirect Costs** \$12,065**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)** \$698,628

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). To fax: one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. To mail: three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____**Negotiated Change/Amendment**

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.
